

Inveralmond Community High School

Standards and Quality Report

2025-2026



About Our School

School roll 2024-2025	Cluster Primary Schools
938	Riverside and Letham Livingston Village Peel Primary Toronto Primary School Harrysmuir Primary School

Senior Leadership Team

Mr Hamish Shankland

Mr Keith Varty

Mrs Irene McGinnis

Miss Michelle Dornan

Ms Sarah Cooper

Student Quintile Distribution

1	2	3	4	5
29.79%	40.52%	9.1%	9.21%	10.62%

Free School Meal entitlement: 30.77%

Our Current Self Evaluation of HGIOS Quality Indicators

1.3	2.3	3.1	3.2
Leadership of Change	Learning, teaching and assessment	Ensuring wellbeing, equality and inclusion	Raising attainment and achievement
VG	G	G	G

Priorities from Session 2025-2026

Improve:

- Supporting wellbeing and inclusion leading to improved attendance
- Working towards Very Good for Learning, Teaching and Assessment
- Improving Literacy and Numeracy for all
- Improving our S1 and S2 Curriculum
- Continuing to raise attainment across all measures
- Embed consistency of classroom routines
- Continue to build positive relationships in line with our Rights Respecting School status

Consolidate:

- Improve our Senior Phase Tracking and reporting system
- Consult and act on changes to develop a culture of aspiration
- Continue to refine our S3 curriculum
- Continue to develop Employability skills (including SCQF, developing the young workforce, School Leaver Destination Return)

Understand:

- How effective is our SCQF and Wider Achievement offer?
- How can we continue to align our Assisted Arrangements system to BGE support systems?
- How best can we engage our parent/carers and wider community?
- How best can we integrate the My World of Work resource into the pupil experience?
- How can we continue to refine learner pathways process to create success for all?

The following definitions are used in this report:

All	Almost all	Most	Majority	Minority / less than half	A few
100%	91-99%	75-90%	50-74%	15-49%	Less than 15%

Priority	Supporting wellbeing and inclusion leading to improved attendance
<i>Desired outcomes</i>	Attendance - ICHS average whole school attendance increases from the previous year. For Q1/FME attendance increases in line with overall attendance.
<i>What did we do?</i>	Attendance strategy plan created in line with WLC Attendance Policy and in consultation with Attendance QIO. Partnership working with ISS with a focus on improved attendance. Consistent messaging at insets to focus on attendance. Enhanced Transition programme for identified pupils to build confidence in vulnerable P7 students. Monday Memo to all House Teams with identified focus weeks and targeted groups. Worked with families to address barriers to attendance. Worked with Heads of House on Roles and Responsibilities.
<i>What did we measure and why?</i>	Attendance was measured by: overall; year group; FME; Q1; Q5; CEYP.
<i>Impact on learners and / or staff (what are the measures indicating?)</i>	Whole School Attendance 2025/26 ended on 81.69%, a drop of 2.69% from 24/25. FME Attendance 2025/26 ended on 70.20%, a drop of 4.61% from 24/25. Q1 Attendance 2025/26 ended on 73.86% a drop of 5.15% from 24/25. Q5 Attendance 2025/26 ended on 91.85%, a drop of .63% from 24/25. CEYP Attendance 2025/26 ended on 61.14%, a drop of 16.02 from 24/25.
<i>Next steps</i>	Update our Attendance Strategy Plan. Share roles and responsibilities with whole school (starting with ELT and then through DMs) and improve quality assurance of attendance monitoring. Using Lost Learning Data to target top 25% pupils in each category. Implementation of ELH pathways. Family Link Worker role revisited again to focus on family support in particular.

Priority	Supporting Wellbeing and Inclusion
<i>Desired outcomes</i>	Data from the HWB survey is used to inform wellbeing conversations, interventions and support as well as inform the PSE programme. Continue to develop Literacy and Numeracy skills from P7 transition to SP, ensuring that every young person is supported to develop Literacy and Numeracy skills at the highest possible level. Improve S4 SQA Attainment in line with the WL RAISE Plan
<i>What did we do?</i>	Completed Health and Wellbeing Survey in PSE.

	Analysed HWB survey data and identify areas of focus from HWB survey to inform wellbeing conversations/targeted support/PSE Programme.
<i>How did we measure?</i>	Increased percentage of completion of HWB survey on previous years. Improvements between September 2024 and March 2025 in HWB results after interventions/support.
<i>Impact on learners and / or staff</i>	80.77% of young people completed the HWB survey. The majority of students indicated feeling safe 'all the time' or 'often' at school. The majority of students reported having an adult at school to speak with when worried or upset 'all the time' or 'often'.
<i>Next steps</i>	Continue to develop the PSE curriculum in line with priorities identified in the HWB survey and through pupil voice.

Priority	Working Towards Very Good for Learning, Teaching and Assessment
<i>Desired outcomes</i>	Almost all young people experience learning which is differentiated, and experience pace and challenge. Almost all young people are confident to take ownership of inclusion strategies.
<i>What did we do?</i>	CLPL provides depth of learning in differentiation by process, content, outcome and environment. Staff are supported through subject networks CLPL on digital tools for inclusion. Pupil training on CLPL tools for inclusion.
<i>How did we measure?</i>	Classroom observation data. Pupil focus groups. Staff feedback on CLPL/networks.
<i>Impact on learners and / or staff</i>	The majority of lessons have planned progression of tasks and activities that allowed differentiated learning to take place. Almost all staff have a good awareness of the needs of young people and use these to plan learning. In almost all lessons, learners experience a degree of pace and challenge. In less than half of lessons there is scope to increase pace and challenge.
<i>Next steps</i>	Spotlight on coaching programme for identified staff Implementation of Leaders of Learning Programme for Principal Teachers of Curriculum focussed on meeting learners needs. CLPL on a range of pedagogy and Meeting Learners Needs identified from PRD's Updating the LTA policy and departmental VSE processes
Priority	Improving Literacy and Numeracy for All
<i>Desired outcomes</i>	Continue to develop Literacy and Numeracy skills from P7 transition to SP, ensuring that every young person is supported to develop Literacy and Numeracy skills at the highest possible level.
<i>What did we do?</i>	Implement targeted support programs for students identified as below expected levels. Enhance the data-driven system to identify baseline literacy and numeracy levels (Primary data, CAT, SNSA) embedded within a clear tracking and monitoring system. Implemented a cluster approach to Maths and Numeracy, and paired reading
<i>How did we measure?</i>	CfE Data. Senior Phase Data.

<i>Impact on learners and / or staff</i>	Achievement in CfE literacy and numeracy was above national measures, with performance at Fourth Level in line with or exceeding national measures The number of pupils attaining Level 4 literacy in S4 is above the virtual comparator by 3.6%. The number of pupils attaining Level 5 literacy in S4 is above the virtual comparator by 11.98% The number of pupils achieving Level 4 numeracy in S4 is below the virtual comparator by .31%, but increased by 1.52%. The number of pupils achieving level 5 numeracy is above the virtual comparator by 2.89%. The number of pupils on track to achieve expected levels of literacy increased from 60% in P7 to 84.21% in S3. The number of pupils on track to achieve expected levels of numeracy increased from 69.09% in P7 to 86.82 in S3.
<i>Next steps</i>	Maintain or improve Literacy and Numeracy across all measures. Implement early interventions to overcome identified learning barriers.

Priority	Improving our S1 and S2 Curriculum
<i>Desired outcomes</i>	Almost all young people experience pace and challenge in S1 and S2. S1 and S2 experiences and outcomes are relevant, and progress to S3.
<i>What did we do?</i>	Subject Focus on S1 and S2 curriculum development. Curriculum development is strategically informed by the principles of curriculum design.
<i>How did we measure?</i>	BGE Tracking Data Lesson Observation
<i>Impact on learners and / or staff</i>	The number of pupils reaching level 3 in S1 increased in 10 subjects. The number of pupils reaching level 4 in S2 increased in 12 subjects. In June 2025 there was a mean average of 4.3% increase in S2 pupils working at level 4 in comparison to June 2024. All staff undertook CLPL on principles of curriculum design followed by collaborative work, all staff indicated they valued this work.
<i>Next steps</i>	Continued focus on ensuring pace and challenge in the BGE.

Priority	Continuing to raise attainment across all measures
<i>Desired outcomes</i>	Maintain and improve all high-level attainment measures in line with WL raise plan.
<i>What did we do?</i>	Utilise learner pathways data to ensure all young people can attain at the highest level. Review and adapt the curriculum to ensure alignment with Qualifications Scotland requirements and areas for improvement. Parental engagement and communication – promotion of exam preparation and study skills workshops. Student engagement and communication – Promotion of ICHS and E-Sgoil supported study, and ICHS and E-Sgoil Easter School Provision
<i>How did we measure?</i>	S4/5/6 attainment Measures.
<i>Impact on learners and / or staff</i>	Our S5 results saw a 2.4% increase in pupils attaining 3 or more SQA Level 6s. Our S5 results saw a 1.97% increase in pupils attaining 5 or more SQA Level 6s. Our S5 results saw a 1.67% increase in pupils attaining 1 or more SQA Level 6s. Our S6 results saw a 2.87% increase in pupils attaining 3 or more SQA Level 6s.

	Our S6 results saw a 0.98% increase in pupils attaining 5 or more SQA Level 6s. Our S6 results saw a 4.96% increase in pupils attaining 1 or more SQA Level 7s. Our S4 results saw a 2.03% increase in pupils attaining 5 or more SCQF Level 5s. Our S5 results saw a 1.1% increase in pupils attaining 1 or more SCQF Level 6s. Our S5 results saw a 0.79% increase in pupils attaining 5 or more SCQF Level 6s. Our S6 results saw an 8.83% increase in pupils attaining 1 or more SCQF Level 6s. Our S6 results saw a 0.71% increase in pupils attaining 3 or more SCQF Level 6s. Our S6 results saw a 5.73% increase in pupils attaining 5 or more SCQF Level 6s. Our S6 results saw a 1.13% increase in pupils attaining 1 or more SCQF Level 7s.
<i>Next steps</i>	Continue to maintain or improve across all measures with a particular focus on improving S4 Qualifications Scotland attainment.

Priority	Embed consistency of classroom routines
<i>Desired outcomes</i>	Consistent classroom routines are evident across all curricular areas. Increased learner engagement, participation and readiness to learn.
<i>What did we do?</i>	Revisited whole-school expectations for classroom routines through faculty and staff meetings. Agreed common approaches to lesson starts, retrieval activities, transitions and lesson endings.
<i>How did we measure?</i>	Behaviour and engagement data. Staff self-evaluation and reflection. Learner conversations and pupil voice surveys.
<i>Impact on learners and / or staff</i>	Improved consistency in lesson starts and transitions was evident during learning visits. Staff reported increased confidence in implementing whole-school approaches. Learners were able to articulate classroom expectations and routines more confidently.
<i>Next steps</i>	Further align classroom routines with inclusive practice and learner needs. Use pupil voice to identify remaining areas of inconsistency. Share highly effective practice across departments and through CLPL programme.

Priority	Continue to build positive relationships in line with our Rights Respecting School status
<i>Desired outcomes</i>	All young people experience consistency of approach to de-escalation
<i>What did we do?</i>	All staff have completed online maybo training modules. All staff undertook in-person maybo training. Our anti-bullying policy was relaunched with parent/carers, staff and pupil training. Our relationships policies and procedures were revised in light of training.
<i>How did we measure?</i>	Ethos survey: behaviour and relationship Parental concerns and complaints: peer-to-peer relationships
<i>Impact on learners and / or staff</i>	The number of parental concerns and complaints about peer-to-peer behaviour reduced throughout the year and dropped after the policy launch. The number of parental concerns leading to a complaint reduced throughout the year.

	The number of pupils who believe the school deals effectively with bullying increased by 4.85% from the previous year. The number of pupils who believe staff treat them fairly and with respect rose by 1.83% to 89.59%.
<i>Next steps</i>	Continue to embed approaches to relationships in line with RRS, alongside work with the wider community to change perceptions of pupil behaviour.

How has the school been placing human rights and the needs of every young person at the centre of improvement priorities?

The school has continued to uphold its commitment to Rights Respecting Gold standard. Using the UNCRC, LGBTQ+ Gold criteria, cost of the school day strategies, and focus on equity we have maintained our focus on the rights and needs of every young person. The school has achieved Vision Schools Level 1. The school has achieved the Bronze LGBTQ+ Award and is now working through silver and towards gold.